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ABSTRACT

SALT, suggestive-accelerative learning and teaching, is the Americanized version of a pedagogy developed in Bulgaria. While most extensively applied to foreign language teaching, the methodology may be applied to any discipline, particularly one based upon a foundation of learned facts. This document applies the method to ESL classes. The teacher uses formalized relaxation techniques along with both direct and indirect suggestion such as body language to lessen physical tension, create a positive, relaxed atmosphere and enhance student learning. Use of these methods also helps to establish students' confidence in the teacher. In actual practice, the three-part structure of the SALT class consists of review, introduction and explanation of new material and the concert stage during which music and rhythm are employed to aid the memory. Although serious research has begun only recently in the United States, studies indicate that more students learn more material more easily with the SALT method. It promises to bring teachers and students to a new awareness of human potential and it offers some exciting possibilities in many disciplines at all educational levels. (Author/AMH)

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SUGGESTOPEDIA TO SALT AND A NEW AWARENESS IN EDUCATION

ABSTRACT: SALT, suggestive-accelerative learning and teaching, is the Americanized version of a pedagogy developed in Bulgaria. While most extensively applied to foreign language teaching, the methodology may be applied to any discipline, particularly those based upon a foundation of learned facts. Serious research has begun only recently in the U.S.A. Formalized relaxation techniques are used, and the teacher is to be aware of and use both indirect and direct suggestion to create a positive, relaxed classroom atmosphere and enhance student learning. Music and rhythm are employed to tap the memory. Research indicates more students learn more material more easily with the SALT method, and it holds great promise of bringing a new awareness to both teachers and students.

Americans do not often think of Bulgaria; however, it was in that country that a new and very promising teaching method was theorized and developed in the mid-sixties under the direction of Dr. Georgi Lozanov, psychiatrist and Director of the Institute of Suggestology in Sophia, Bulgaria.

Based upon his understanding of the mind and his experiences as a therapist, Dr. Lozanov developed a theory of suggestology, a science of suggestion. This led, in turn, to the articulation of a pedagogy called suggestopedia, which, while most extensively applied to the study of foreign languages, is applicable to any discipline, particularly those based upon a foundation of memorized facts. Suggestion in this instance must be

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differentiated from the more common psychological understanding of this term in America, where it is usually considered in conjunction with altered states of consciousness such as hypnosis. As understood by Dr. Lozanov, suggestology deals with the unconscious receptivity of every individual to direct and indirect suggestion while in a normally alert state of mind. Suggestive-accelerative learning and teaching, hereafter abbreviated as SALT is the Americanized version of Bulgarian suggestopedia and seeks to adapt its principles to the American learner and classroom situation.

The teaching of foreign languages using suggestopedia began in Bulgaria in 1965, and reported results are astonishing.[1] Students learn an average of 80-100 words in an approximately three hour class period, and a very high short and long term retention rate is claimed. Even higher memory capabilities have been attained in experiments using suggestopedic techniques. Since 1973 the Canadian government has been experimenting with this method in the training of bi-lingual civil servants. According to a recent report the Russian government is considering using suggestopedia to train some 30,000 persons in preparation for the Olympics in 1980.[2] Serious research is just beginning in the U.S.A. Among other efforts there is experimentation at the university level in Colorado, Iowa, Texas, and Utah. There are secondary and elementary teachers, primarily located in Iowa, working in such diverse instructional areas as spelling, remedial reading, and science.[3]

The suggestopedic and SALT method of instruction is based upon two premises: 1) that the human learning and memory potential is far greater than most realize and 2) that one learns best in a positive and relaxed state and benefits from direct and indirect suggestions designed to promote

positive expectations about and attitudes towards learning.

The validity of these premises is readily demonstrable in everyday life. Think, for example, of the unconscious ease with which an individual learns the words to a song considered enjoyable as compared to the laborious learning--or non-learning--of such things as foreign language dialogues, vocabulary lists, spelling words. or multiplication facts. Consider how quickly advertising slogans and jingles become permanently deposited in our memory bank without our intellectual concentration on them. Modern advertising techniques are based on exploitation of our memory capabilities and our receptivity to suggestion. These factors were taken into account in the planning of the children's program "Sesame Street." Yet no teaching method for the classroom has ever sought to exploit intentionally these human tendancies.

The goal of the Bulgarian model and of SALT is "communicative competence", a term recently coined and presently circulating among language teachers in this country. One authority defines this phrase as follows: "Communicative competence . . . refers to the ability to understand a message or get a message across in a real-life situation. . . . In its fullest sense, communicative competence in a second language presupposes being bicultural, as both the speaker and the listener need to share certain knowledge of social rules and attitudes to avoid misunderstandings. Language, culture, and human behavior are inextricably interwoven in their influences on communication."[4] Communicative competence is certainly a foremost goal for those working with children of a language other than English. The more quickly the students can attain communicative competence, the more meaningful will subject matter instruction become. They will also be more quickly able to adjust to the often drastically new situation in which they find

themselves. A side benefit of SALT, the importance of which is not to be underestimated, is an increased self-esteem, for students learn more material more easily than ever before.

SALT also coincides with such widespread movements in education as the "humanization of instruction", "affective education", and our growing inclination to give greater attention to each individual and his/her distinct qualities. Basic to SALT is an acceptance of an increased human potential. This factor is seldom intentionally taken into account in the classroom yet is an everyday fact in the world of sports. Compare the athletic records in the early years of the century with the records broken and set at sporting events. This happens so frequently that it has become difficult to be excited about such accomplishments. Running the mile in four minutes is no longer impossible. Not all of these increased attainments can be attributed to improved equipment.

What if there were a way to accelerate student learning, to increase the quantity and quality of learning? Research results and the experimental experience of this author show good reason to believe that SALT offers us such a promising enticement, and surely it would behoove teachers to consider such an opportunity.

Naturally any teacher would have to adapt SALT to his/her situation, purposes, and program as is the case with any method. Various levels of adoption would be possible. One could use it in a specially designed class, an ideal that most will be unable to realize. One could use it in the regular classroom or could adopt certain aspects of it in specially arranged sessions. With or without intentional usage, every teacher in every situation will benefit from the increased awareness of direct and indirect suggestion, the possibility of an increased human potential, and the encourage-

ment of positive and relaxed student attitudes. All of these are crucial to SALT methodology.

What then is this? What actually happens? Summarized in one sentence, everything is designed to contribute to the creation of a positive and relaxed learning atmosphere, and music and rhythm are used to tap the memory.

The Bulgarian model with a three hour class session has several components among which are a classroom specially equipped with comfortable chairs, soft lighting, and pleasant visual stimulation; the usage of formalized relaxation techniques; direct suggestion given to students that they will learn better and more easily; teacher awareness of all indirect suggestion transmitted to the student; and, finally, a concert phase with the recital of new material in a specialized fashion. This last portion along with the usage of relaxation techniques are the most obvious differences in this method. A SALT class is divided into three segments: the review of learned material, the introduction and explanation of new material, and the concert phase.

It would indeed be an ideal to have a classroom that looked like one's own living room; however, this is virtually impossible for most of us. A researcher in Utah offers some statistical evidence that such a setting causes no significant difference in the amount of material learned.[5] Nor will it be possible for most teachers to schedule a three hour session devoted to one subject. However, there is ample evidence to show that SALT can be successfully adapted to any physical or time structure.[6]

Formalized relaxation techniques are rather commonly used in counseling and therapy. Although some may find this rather unusual classroom practice somewhat discomfiting at first, experience has shown that this feeling soon becomes one of pleasure and comfort. Only a short amount of time, per-

haps five to seven minutes, is spent on such exercises, and this decreases as the class progresses. Students quickly accept the suggestion to relax and are very soon able to do this themselves and are in this mood when entering the classroom. This activity should be prefaced by remarks explaining the purpose--that one learns best in a positive, relaxed state. One should draw examples from life outside the classroom such as that of the excitement of reading a good novel or detective story, the thrill of finally learning to ride a two-wheeler, the ease of watching television, or the pleasure of hearing your mother read a bedtime story. Such remarks are intended to reestablish the physical and mental feelings the learner experienced at the time of such learning and are called "early pleasant learning restimulation." Mind-calming exercises may also be used.[7] The teacher would be well-advised to do the physical exercises, the directions for which could be taped, along with the students not only to serve as a model but also to alleviate any initial feelings of discomfort. It might also be best not to have students face each other, particularly with younger children. The uniqueness of such exercises may produce that joyous childhood giggling known to all.

In working with ESL students, we shall assume the teacher does not control the student's language. Initially the student may not have the English competency to follow the instructions for the relaxation portion. However, by gesture and with a well-modulated and soothing voice, the teacher can easily direct the student. If time and resources permit, the help of a native speaker in putting the explanation and directions on tape might be enlisted. With or without English comprehension, physical tension will be lessened, and a mode of both physical and mental well-being will be established. As with all material in this explanation, such relaxation activity

would be beneficial for any student or group of students. The teacher must be convinced of the validity of this exercise and is well-advised to enter into it totally.

Deep breathing in a pattern generally of four beats is encouraged in order to increase the powers of concentration on the intuitive level. To synchronize a deep breathing pattern with the relaxation instructions and later with the music in the concert stage requires the teacher to be very well-practiced. Initially deep breathing was deemed necessary in the Bulgarian model; however, they are reportedly lessing the insistence on it.[8] Research has not shown it to be crucial to success. The SALT method is still very young, and it encompasses everything and everyone in the classroom. Hence, it is still very fluid, and one should not be disturbed by this state of flux. Much research needs to be done yet to determine those aspects absolutely necessary.

The relaxation techniques and control of direct and indirect suggestion serve the purpose of intentionally establishing a positive and relaxed classroom atmosphere. It is appropriate to pause and pose the question as to why such an atmosphere or mode of teaching and learning might be better than others. Let the reader think of his own experiences outside the classroom. Please pause right now and indluge yourself in some "early pleasant learning restimulation."

And now think of your experiences as a student. Three possible classroom atmospheres may be identified--positive, empty, and fearful. There were classes which were a pleasure to attend, those about which one cared not a bit, and a third group which one entered with fear and trepidation. Which of these three modes offers the most students the best impetus for learning? Let the reader answer this question.

Think of the many anxieties students experience: the fear of failure, perhaps justified by past experience, and the damnation of an exaggeratedly competitive spirit; the concern for peer approval and pressure; grade anxiety; shyness when called upon to make an oral contribution; the awareness of national and global economic, social, and environmental problems. All of the above can have an impact on learning and could be lessened by increased teacher awareness of such anxieties and an effort to diminish them. That child or young person of another language and culture will have the additional anxieties created by linguistic and cultural alienation. This we will not understand totally unless we have experienced it, but we can appreciate it cognitively and attempt to deal with it. A way of doing so is to strive to establish the positive, relaxed teaching and learning mode.

In addition to the relaxation procedures, one must be aware of and control direct and indirect suggestion on the first and second suggestive planes. The teacher is to give a direct suggestion at the beginning of class and say that the student will learn better and more easily with these methods, and results of past research or experience can be offered as evidence. This suggestion is to be repeated and reinforced. However, the learner is never led to believe he/she will learn without effort as that is virtually impossible.

One might make a remark such as "English spelling is hard, but . . . ." This direct suggestion may have a negative impact and set up a learning barrier. No one needs to be told English spelling is hard! Or one might think of making the ostensibly comforting remark, "Don't worry if you make a mistake." Yet such a statement, though on the first plane positive, is on the second plane not so positive. It might suggest to the student that the language is hard and that there may be reason for anxiety. Rather by

indirect behavior, the teacher can suggest that less than perfect student performance is normal and acceptable.

Much indirect suggestion is conveyed by classroom decor or the lack thereof as in most college and university classrooms. Fortunately, public elementary and secondary classrooms are generally very happy and cheery places. If one has the good fortune to have a special room to work with ESL students, pictures with identifying words could be displayed and even changed frequently. The student will unconsciously absorb this indirect information.

A third and vitally important area of indirect suggestion is that of non-verbal communication which is more commonly known as body language, a recently developed area in the field of communications. Most persons, including teachers, are not aware of the tremendous impact body language can have. We may convey by our gestures and other unconscious physical movements exactly the opposite of what we say and think we wish to convey. Though this is a rather new field, considerable research has been done. There are universally recognized kinesic or body language messages as well as cultural, ethnic, and individual movements which send messages to others. Those who might doubt the impact of non-verbal communication are urged to try a simple experiment. The next time you are talking to an individual, simply move slowly closer to him/her. You will provoke a negative response because you are trespassing upon the American, non-verbal established territorial boundaries. There may be someone with whom the reader feels uncomfortable for an inexplicable reason; chances are the reason is to be found in the non-verbal messages that person is sending. It is most elucidating to disinvolve oneself from a situation--perhaps a small group conversation, a lecture, or a party--and to observe the non-verbal behavior

of others. One communication specialist has commented,

> . . . all of us are comfortable or uncomfortable in a relationship not as a consequence of what the other says to us about us, but by the way he talks to us. One does not walk into a room without communicating something, and the thing he is communicating is his response to his environment, himself, the place, and the persons present. This phenomenon has the most intense meaning for the teacher. . . . Quite bluntly, the teacher who does not expect much of his students disqualifies himself as their teacher. He does not trust their intelligence and/or their aspirations. As a consequence, he persuades his students to behave as he expects them to, all quite unconsciously. The self-fulfilling prophesy is at the heart of every teaching act in all subject-matter areas.[9]

All teachers will benefit from an awareness of body language as an area of indirect suggestion with strong impact on the student, but those working with ESL students perhaps have even greater reason to understand this topic since it may initially be the main and perhaps only channel of communication.

The teacher using SALT methods is also to establish him or herself as the authority, as the one in whom confidence is to be had so that receptivity to the material is increased. This may be more necessary with older students than with younger ones. Both through statement and bearing, the teacher is to establish such a position, to embody dignity and authority, yet have an intuitive understanding of students.

The Bulgarian model stipulates the use of pseudo-identities, maintaining that this serves as a shield against making mistakes. This author does not consider this to be an essential ingredient; however, students do enjoy

such identities. They could be used with ESL students if communication between teacher and student sufficies to permit early assignation of some essential facts such as my name is, I live at, I go to _____ school. Each reader will have to determine the applicability of this technique to his/her situation.

The three part structure of the SALT class is, as mentioned before, the review of learned material, introduction and explanation of new material, and the concert stage which presents the material to be committed to memory. The first portion will consist of activities designed to attain the instructional goals and will include testing or written exercises. In addition, for the language teacher, communication activities will be conducted. Classic suggestopedia stresses role playing which would be a most suitable exercise for ESL students. There are, however, in addition to role playing quite a number of activities and exercises designed to promote communication. Foreign language teachers should be well-informed about them, and it might be beneficial to speak with a foreign language colleague if you are not in that field.

The nature of the second portion, the introduction of new material, will have to be adapted to the discipline in question. In language instruction one might expect this to be the introduction of a new dialogue; explanation of grammar, words, and pronounciation; and cultural information--whatever the teacher considers important. Use of the target language is recommended. This can be done through an explicative reading of the dialogue with students passively following a written text. Dialogues prepared purposefully for SALT methods would be quite long as one wishes a highly impacted vocabulary.

The third phase, the concert stage, is often used every second day in

a structured SALT class within the American class timespan; it may even be used less frequently than that. For this portion the sense of relaxation is reinforced either through very brief relaxation or mind calming exercises or simply the reminder that students are to be relaxed. Music is then played while the teacher recites the material with first active and then passive student involvement.

Baroque music is recommended. This music would probably strike us as most suitable for reading, thinking, or problem-solving as opposed to the emotional swoosh of heavy concert or romantic music or the spine-jarring effect of some modern music. But one must pick a kind of relaxing music to which students will respond well. Whatever is chosen is to offer both slow and fast movements; students are not to fall asleep as they might be prone to do if the music were monotonously the same. Researchers at the Institute of Suggestopedia are currently investigating the type of brain wave engendered by different kinds of music.

Active involvement of the students means they have visual stimuli before them, most probably a printed text. However, it might also be overheads or television. Instructions are given that the students are to form an image for the word as they hear it if language is the material being presented. They are told to try very hard to imagine the word or a situation for the word and that they will become more adept at doing this. The teacher, too, is advised to become involved with the word or words, to project in his or her mind an image for the word. There are several ways of introducing the new material; one could use a vocabulary list and then the dialogue or use only one or the other.

The teacher then recites the material in rhythm with the deep breathing pattern of four beats and in accord with the spirit and rhythm of the

music. Each word or phrase is recited three times--the first time in the target language in a normal tone of voice, the second time the English equivalent in a whisper, and the third time in the language in a loud and authoritative manner with appropriate pauses between each word. If the material to be learned is something other than vocabulary of a language, the triad structure, i.e., reciting three times, and the different tones of voice should be maintained in the manner described. If, for example, one is working with spelling, the word could be first stated, then spelled, then stated again.

Students are next instructed to put away visual material and to concentrate on the music or the voice of the teacher, whichever they prefer. They are also reminded not to go to sleep but rather to stay alert and relaxed. The teacher then again recites the material in a normal manner with what would be the expected intonation and expression.

It is hopefully clear that this method is not to be confused with either sleep-learning or hypnosis. The usage of music in the described manner offers the possibility of penetrating to a deeper level of consciousness yet maintaining full awareness. Both right and left brain are functioning together through the combination of both verbal and non-verbal stimulation. Thus, a greater potential for learning is unleashed.

An experimental class using SALT methods was conducted at Colorado State University for three weeks during January of 1978, and the results of that class from both student and teacher viewpoints were very exciting and encouraging to continued research, development, and adaptation. The volunteer, adult students were all highly motivated. They were not able to devote extensive time to study outside of class, and nearly one-third were at or below the fifth percentile on the Modern Language Aptitude Test. Several had very negative attitudes about their ability to succeed in

language study.

In fourteen days the amount of lexical material presented, that is a vocabulary of about 1500 words, was roughly the equivalent of a full first year college course of ten credits. The amount of time spent was equal to approximately six and one-half weeks of a university course meeting fifty minutes daily. All aspects of SALT methodology were followed although there was some experimentation in the material recited during the concert phase. Whenever possible, rhythmical activities were used such as in the teaching of the alphabet and numbers. There were many communication activities. Each day students were given a combination recollection/recall test on the new vocabulary of the previous day. The class average was 74.1%. On the thirteenth day the students were writing poetry, and the final day was a very enjoyable experience with a "show and tell" activity. Student reactions were without exception positive and included such remarks as the following:

> Learner B (95% MLAT): It is my belief that the Suggestive-Accelerative Learning Technique has improved my own learning technique and has added a new perspective to learning altogether.
>
> Learner C (55% MLAT): Relaxation techniques: worthwhile. I felt they worked quite well for me. I tried to enter into it completely and was impressed with the results. . .we probably learned more in a short time than any of us thought possible.
>
> Learner H (5% MLAT): The lack of tension encouraged me to speak without the fear of ridicule. I was impressed with vocabulary recall after so short an introduction. The technique of being relaxed upon hearing the words certainly seems to be successful.

> Learner I (3% MLAT): Your method of teaching is excellent and is obviously based on a carefully conceived philosophy involving pedagogical concepts intertwined with special insights into the learner as a human being.

What these learners were able to do after a short amount of time was most impressive, and a rather simple explanation can be made. SALT methods put forth an unusually large amount of material quickly, and the students apparently learn it better and more quickly than with other methods. If one is involved with language, this means one can be engaged sooner in more enriching activities. More difficult things can be read earlier, and communication activities will be more meaningful because of the large vocabulary base whether one is working with foreign language or English as a second language. Nouns in particular are the easiest word group to memorize because of the ease with which visual images can be formed. According to one writer, ". . . the greatest incidence of unfamiliar words in unedited foreign language texts is nouns; some estimates are as high as 90 percent."[10] A great deal of communication can occur just through nouns.

No matter what the material or discipline, higher levels of instruction can be attained sooner and become more meaningful if the factual foundation is acquired more quickly.

Because suggestopedia and SALT are still very young, materials are not generally available. Consequently, one either has to adapt materials or create them. The possibility of increased quantity and quality of student learning would make the effort worthwhile. Whether one finds the suggestopedic/SALT method of interest or not, it nonetheless sends out a strong message to every teacher, telling us to stand back and attempt to assess objectively the atmosphere created in our classrooms. Are we doing all we can

to encourage learning or are we by some actions or activities rather discouraging and inhibiting learning? Increased teacher awareness of what we consciously and unconsciously do in the classroom can enrich our teaching outreach. We send many messages to students directly and indirectly, some of these constructive, some destructive. Not all would be comfortable with an organized approach to promoting relaxation, but this could be done in a very small way. Much could yet be done to attack the problem of anxieties and inhibitions to learning. And let us think about the possibility of tapping the memory by our teaching techniques. Memorization of material is a clue to academic success and a cause of frustration for so many students.

New directions in psychology and education give promise of and attention to the discovery of greater mental potential for each individual. SALT is based upon an acceptance of great human potential. There are still many questions to be answered about the effectiveness of this method, and research needs to be done. However, based upon the beginnings that have been made, Suggestive-Accelerative Learning and Teaching methods hold the promise of bringing a new awareness to both teachers and students and offer some very exciting possibilities for education in many disciplines at all educational levels.

Because this method is so new, the greater portion of this article had to be devoted to explanation, and less attention could be devoted to classroom application. Those who are interested in applying this methodology need to be better acquainted with it before proceding. This could be accomplished through readings from the appended list and workshop activities as they become available.

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NOTES

[1] See W. Jane Bancroft, "The Lozanov Language Class," The Journal of Suggestive-Accelerative Learning and Teaching, Vol. I, No. 1, Spring 1976, pp. 4874. This journal with very useful information is published by the Society for Suggestive-Accelerative Learning and Teaching which also issues a newsletter. Interested persons may write the organization at 2740 Richmond Ave., Des Moines, Iowa 50319.

[2] Philip H. Miele, "The Power of Suggestion: A New Way of Learning Language" in "Parade" of the Rocky Mountain News, March 12, 1978, p. 15.

[3] Information about experiments and research efforts is published in the newsletter of the Society for Suggestive-Accelerative Learning and Teaching.

[4] Renate A. Schulz. ed., "Introduction," Teaching for Communication in the Foreign Language Glassroom (Skokie, Illinois: National Textbook, 1976), n. pag.

[5] See Robert Wm. Bushman, "Findings," Chapter 3 of"Effects of a Full and Modified Suggestopedic Treatment in Foreign Language Learning," M.A. Thesis, Brigham Young 1976, pp. 15-21.

[6] See Charles A. Gritton, "Practical Issues in Adapting Suggestopedia to an American Classroom," The Journal of Suggestive-Accelerative Learning and Teaching, Vol. I, No. 4, Winter 1976, pp. 317-337.

[7] A more complete explanation of classroom procedures than space here permits is given in Suggestive,Accelerative Learning and Teaching: A Manual of Classroom Procedures Based on the Lozanov Method by Donald H. Schuster, Ray Benitez-Borden and Charles A. Gritton. Interested persons should consult this publication which may be ordered from the Society for Suggestive-Accelerative Learning and Teaching at the address given above.

This handbook includes a report on an experiment with teaching spelling to learning disabled students.

[8] Joseph J. Allen, "On Teacher Training Experience at the Research Institute of Suggestology, Bulgaria", Journal of Suggestive-Accelerative Learning and Teaching, Vol. 1, No. 4, Winter 1976, p. 316.

[9] Charles T. Brown, "Communication and the foreign language teacher," The Challenge of Communication, Vol. 6 of ACTFL Review of Foreign Language Education (Skokie, Illinois: National Textbook, 1974), p. 16.

[10] Janet King, Freda Holley, et. al., "A New Reading", Perspective: A New Freedom, Vol. 7 of ACTFL Review of Foreign Language Education (Skokie, Illinois: National Textbook, 1975), p. 189.

SUGGESTED READINGS

In addition to items mentioned in the "Notes", the following material is recommended:

1. Bancroft, W. Jane, "Foreign Language Teaching in Bulgaria," Canadian Modern Language Review, 28, 1972, pp. 9-13.

2. Bancroft, W. Jane, "Education for the Future or the Lozanov Method Revisited," Educational Courier, 43, 1973, pp. 10-14.

3. Davis, Flora, Inside Intuition: What We Know about Nonverbal Communication, New York: McGraw Hill, 1971.

4. Fast, Julius, Body Language, M. Evans & Co.: New York, 1970.

5. Lozanov, George, Suggestology and Outlines of Suggestopedy, Trans. Marjorie Hall-Pozharlieva and Krassimira Pashmakova, Gorden and Breach Science Publishers: New York, 1978.

6. Ornstein, Robert E., The Psychology of Consciousness, New York: Viking, 1972.

6. Ostrander, Sheila, Schroeder, Lynn, "Supernormal Powers of the Mind Rev-

olutionize Education," Psychic Discoveries Behind the Iron Curtain, Englewood Cliffs, N.J.: Prentice-Hall, 1971.